

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L425

OCT 03

DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION

TRAINING SUPPORT PACKAGE



TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L425 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION
Effective Date	01 OCT 2003
Supersedes TSP(s) / Lesson(s)	L407, Develop a Cohesive Platoon-Sized Organization, Oct 00
TSP Users	600-ANCOC Advanced Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875</p> <p>e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

158-100-1272

Develop a cohesive platoon-sized organization

This TSP
Contains

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DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION
L425 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 600-ANCOC	<u>Version</u> 1	<u>Course Title</u> Advanced Noncommissioned Officer Course												
Task(s) Taught(*) or Supported	<u>Task Number</u> <u>Individual</u> 158-100-1272 (*)	<u>Task Title</u> Develop a cohesive platoon-sized organization													
Reinforced Task(s)	<u>Task Number</u> 158-100-1150 158-100-1250	<u>Task Title</u> Motivate subordinates to improve performance Motivate subordinates to accomplish mission													
Academic Hours	<p>The academic hours required to teach this lesson are as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><u>Resident</u> <u>Hours/Methods</u></td> </tr> <tr> <td></td> <td style="text-align: center;">10 mins / Conference / Discussion</td> </tr> <tr> <td></td> <td style="text-align: center;">1 hr 40 mins / Practical Exercise (Performance)</td> </tr> <tr> <td>Test</td> <td style="text-align: center;">0 hrs</td> </tr> <tr> <td>Test Review</td> <td style="text-align: center;">0 hrs</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black;">Total Hours: 2 hrs</td> </tr> </table>				<u>Resident</u> <u>Hours/Methods</u>		10 mins / Conference / Discussion		1 hr 40 mins / Practical Exercise (Performance)	Test	0 hrs	Test Review	0 hrs	Total Hours: 2 hrs	
	<u>Resident</u> <u>Hours/Methods</u>														
	10 mins / Conference / Discussion														
	1 hr 40 mins / Practical Exercise (Performance)														
Test	0 hrs														
Test Review	0 hrs														
Total Hours: 2 hrs															
Test Lesson Number	<u>Hours</u> Testing (to include test review) 4 hrs	<u>Lesson No.</u> E403 version 1													
Prerequisite Lesson(s)	<u>Lesson Number</u> None	<u>Lesson Title</u>													
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.														
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.														
References	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;"><u>Number</u></th> <th style="width: 30%;"><u>Title</u></th> <th style="width: 20%;"><u>Date</u></th> <th style="width: 25%;"><u>Additional Information</u></th> </tr> <tr> <td>FM 22-100</td> <td>ARMY LEADERSHIP</td> <td>01 Aug 1999</td> <td></td> </tr> </table>			<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>	FM 22-100	ARMY LEADERSHIP	01 Aug 1999					
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>												
FM 22-100	ARMY LEADERSHIP	01 Aug 1999													

Student Study Assignments

Before class--

- Read and study Student Handouts SH-1 and SH-2

During class--

- Participate in class discussion and complete PEs successfully.

After Class--

- Review all material covered in class, complete PE-4, and prepare for end of course test.

Instructor Requirements

ANCOC graduate, and ITC and SGITC qualified

Additional Support Personnel Requirements

Name

Stu Ratio

Qty

Man Hours

None

Equipment Required for Instruction

ID Name

Stu Ratio

Instr Ratio

Spt

Qty

Exp

441-06 LCD Projection System	1:16	1:1	No	1	No
559359 SCREEN PROJECTION	1:16	1:1	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
703500T102257 DESKTOP/EPSON PRINTER	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No
SOFTWARE-2 WINDOWS XP, LATEST GOVERNMENT APPROVED VERSION	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

- TSP materials, including all appendices, and FM 22-100.

Student Materials:

- Student Handouts (SH-1 and SH-2), Practical Exercises PE-1 thru PE-4, and FM 22-100 (if available).

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Study this lesson, including the practical exercises and student handouts. Be well versed on FM 22-100 and SH-2.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Huston, Virgil H.	GS09	Training Developer	
Eichman, Guy A.	MSG	Course Chief, BNCOC/ANCOC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction:	<u>Conference / Discussion</u>
Technique of Delivery:	<u>Small Group Instruction</u>
Instructor to Student Ratio is:	<u>1:16</u>
Time of Instruction:	<u>5 mins</u>
Media:	<u>None</u>

Motivator

“The bonding of soldiers, civilians and quality equipment will give Army leaders the decisive edge on the battlefield and in the work place.”

--GEN Richard Thompson, 1985

Would you rather go into combat as part of a team or unit that knows each other and works well together or one where no one cares? It is important to know that the members of a highly cohesive group are more concerned with the welfare of the group members and are more strongly motivated to contribute to the group's welfare, to achieve the group goals and objectives, and to work for the team.

Cohesiveness contributes to a group's importance and influence. It increases the significance of membership for those who belong to the group.

NOTE: If you have a personal experience or story of which you were a part or observed a particularly cohesive team this might be a good introduction. Use it.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Prepare a plan to develop a cohesive platoon-sized organization.
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.

At the end of this course you will take a 50 question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 or more questions to receive a passing score (70 percent). This is a graduation requirement.

Instructional Lead-In

For 12 days in 1836, 189 Texans fought off the continual sieges of Santa Anna's force of Mexican regulars. When the battle for the Alamo ended, the Mexicans had lost more than 600 men and the Texans 189. For 3 days in late 1965, a short-handed battalion of 450 men fought off 2000 North Vietnamese soldiers at LZ X-Ray in Vietnam's Ia Drang Valley. During Operation Iraqi Freedom in 2003, soldiers of the 507th Maintenance Company fought fiercely rather than surrender, despite being faced with an overwhelming Iraqi force that had ambushed them.

What could possibly have sustained these brave soldiers during these ordeals under fire? If you were faced with a similar challenge, could you remain as committed to the battle as they did? Tomorrow's battles will undoubtedly be different from those we've fought in the past. However, the degree of cohesion and commitment a unit brings to the battle will continue to change the course of history.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Describe the concept of unit cohesion.
CONDITIONS:	Given homework readings, a practical exercise, and in-class discussion.
STANDARDS:	Identified and explained two out of the three components of cohesion.

1. Learning Step / Activity 1. Discuss Unit Cohesion and Horizontal and Vertical Bonding

Method of Instruction: Practical Exercise
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 20 mins
Media: PE-1

Ref: SH-2, pp SH-2-1 thru SH-2-3

As indicated in your readings, cohesion is not something you can give a unit or organization. A unit's leadership cannot impose it. The soldiers in the unit and the unit's leadership develop cohesion within an organization. The activity we are going to complete in class will give you an opportunity to define cohesion and to identify examples of cohesion in a military setting.

NOTE: At this time divide the class into small groups of 4-6, depending upon the size of the class.

- Have each group select a recorder.
- Give each group a copy of the in-class exercise at Appendix C (Bonding Exercise PE-1). Go over the directions with the class and tell them that they have 7 minutes to complete the requirement.
- Tell them to write their responses on the chart paper or board provided.
- After 7 minutes have the groups combine. If the groups need more time, consider giving them an extra minute or two.

Solution guidance is in Appendix C.

Have each group briefly report their results. Encourage class discussion as the reports progress.

After all of the groups have reported, summarize the information they provided and prompt discussion with the following question:

QUESTION: How does bonding affect the unit and its mission?

ANSWER: Bonding makes it more likely that soldiers will accept the mission as their own. The importance of unit bonding is that, in battle, soldiers are motivated to fight for their buddies. A bonded group will fight to protect each other, accomplish their mission, and follow the leader despite personal danger.

Ref: SH-2, pp SH-2-1 and SH-2-2

Cohesion has two other components besides bonding. As indicated in your reading, cohesion also includes commitment, which is dedication not only to the unit and what it represents, but also to the mission.

The third component of cohesion is resolve. This is the shared determination and motivation of soldiers and their leaders to continue working together. Without resolve, the unit begins to break down.

Another point that we must remember is that a team may be internally or horizontally cohesive and not responsive to the leadership. When this occurs, the group works together but may not be focused on the mission. Subgroups may also form in a unit or group. When this occurs the subgroups may be internally cohesive but not supportive of the unit as a whole or the other subgroups within the unit. Some of the subgroups may be vertically cohesive but may not be cohesive horizontally outside of their own subgroup. Cohesion, when it occurs within the team and between the team and leadership and is directed towards the unit's mission, is desirable. Cohesion that causes the formation of subgroups may be detrimental to the unit and can lead to failure of the mission. As a leader, you must be aware of the possibility of subgroup problems within your unit. When this occurs, you must use all of your leadership expertise to correct the problem.

Unit cohesion and team development go hand and hand. History contains numerous examples of cohesive units that faced unbelievable odds but continued to perform as a unit and accomplish their mission. Thus, we can describe the concept of unit cohesion as the bonding together of soldiers and leaders in such a way as to develop and sustain their commitment to the unit; increase their resolve to accomplish

the mission; and provide the feeling of belonging to a team of soldiers that accepts the unit's mission.

CHECK ON LEARNING:

QUESTION: What are the three components of cohesion?

ANSWER: Bonding, commitment and resolve.

Ref: SH-2, p SH-2-1

QUESTION: Why is cohesion critical to the accomplishment of a mission?

ANSWER: Cohesion develops and sustains soldier's and leader's commitment to their unit and their resolve to accomplish the mission. Consequently, a cohesive unit is more likely to be successful.

Ref: SH-2, pp SH-2-1 thru SH-2-3

B. ENABLING LEARNING OBJECTIVE

ACTION:	Use the stages of soldier team development in the development of a plan to improve unit cohesion.
CONDITIONS:	Given advance reading, in-class discussion, and an in-class practical exercise.
STANDARDS:	Identified and explained two out of the three stages of team development.

1. Learning Step / Activity 1. Team Development PE

Method of Instruction: Practical Exercise
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 25 mins
Media: PE-2

Ref: SH-2, pp SH-2-3 thru SH-2-8

NOTE: The exercise you are going to complete is in Appendix C (PE-2, Soldier Team Development). Most often you have three groups in a class. In case you have four, the group 1B exercise can be used. If you have more than four groups, we suggest that you reassign students for this exercise so that you have equal numbers of students assigned to three groups. Give out one PE assignment to each group.

Your homework readings described the three stages of soldier team development, typical behaviors of team members, and possible leader actions for each of the stages of team development. I am handing out an exercise for you to complete in your groups. Each group will receive a different scenario. You will have

7 minutes to develop your assigned role-play. If you need any assistance, I will be moving from group to group.

NOTE: Give students more time if needed. Tell them when they have 2 minutes left (5-minute mark).

NOTE: When students come back together to do their role-play, they have 2-3 minutes each to perform. After group 1 performs, ask group 3 to evaluate the performance in terms of how well it reflected the expected behavior of teams at the assigned level of performance. Also, were the actions realistic for the MOS or branch of the class members? Give 1 to 1 1/2 minutes for evaluation.

We have seen that there are predictable interaction patterns between team members and between the team and leaders at different levels of team development. Knowing the level of team development provides guidance for how the leader can most effectively work with the team. It provides information about the amount of structure the team requires and guidance as to leader actions that can help the soldiers progress towards the desired level of cohesion.

Team development and cohesion are interrelated concepts. Cohesive organizations work together and accept the organization's mission as their own. Knowledge of the team development level of your group can help you, as a leader, take appropriate steps to continue your team's high level of performance or improve the level of performance.

The cohesion and soldier team development materials we covered provide the basis for the remainder of this lesson. We are now going to look at the 7 factors or areas that can be observed to determine the degree or level of cohesion within the unit. Keep the concepts we have already covered in your mind as we are going to build on that information in our next class segment.

CHECK ON LEARNING:

QUESTION: How do the stages of soldier team development help the leader develop a plan to improve cohesion?

ANSWER: Tells the leader the unit's level of development and what type of actions the leader needs to take, if any.

Ref: SH-2, pp SH-2-3 thru SH-2-8

C. ENABLING LEARNING OBJECTIVE

ACTION:	Develop a plan to improve unit cohesion.
CONDITIONS:	Given homework readings, in-class practical exercise, and an instructor lead discussion.
STANDARDS:	Correctly identified and explained five of the seven factors of unit cohesion.

1. Learning Step / Activity 1. Unit Cohesion Factors

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 25 mins
Media: VGT-1 and PE-3

Ref: SH-2, pp SH-2-8 thru SH-2-16

During this part of the class, we are going to discuss the 7 factors of unit cohesion, which you read about in your student handouts. We are going to discuss each of the factors and determine its importance in developing a plan to improve unit cohesion. As indicated in your readings, leadership is the most critical of all the factors in developing unit cohesion.

In order to be sure that we are all talking about the same thing, how would you define leadership?

NOTE: Write their responses on the board/chart paper in bullet format.

You've given me some good definitions of leadership. I believe that we can pull all of our input together if we use the following definition from FM 22-100: Leadership is influencing people--by providing purpose, direction, and motivation--while operating to accomplish the mission and improving the organization. Ref: FM 22-100, p 1-4.

Cohesion cannot be created from the top down. It is developed within a unit and involves both the soldiers and the leaders. Leaders create the climate for cohesive growth.

Before you can develop your unit cohesion plan, you must determine how each of the 7 factors is affecting unit cohesion. Since leadership is the most important factor

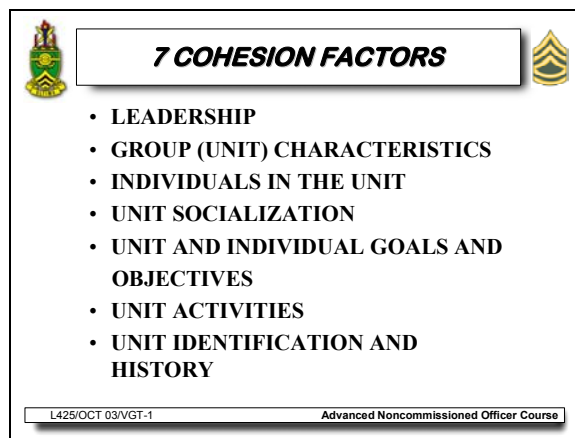
in unit cohesion, we are going to perform an exercise that focuses on leadership actions and their effects.

NOTE: Divide the class into small groups. Hand out the Unit Cohesion Practical Exercise provided in Appendix C (PE-3). Tell the groups they have 10 minutes to answer the questions and prepare for a discussion. Tell them to put their responses on the chart paper or chalkboard.

NOTE: The suggested PE solutions are in Appendix C (p C-10). After 10 minutes have the class reassemble. For question 1, ask group 1; question 1a, group 2; question 1b and so on. After each group responds, encourage others to agree or disagree or add points. Encourage discussion and ask questions, for example, "why would the members of Squad D not enjoy the training and take pride in it? Why wouldn't the history of the platoon be enough to motivate the soldiers to become cohesive?"

As we learned, the type of leadership exhibited by the leader can provide a climate in which the group can become more cohesive and perform at a higher level of development. In addition to the leadership factor of unit cohesion, there are six other factors that you can observe to determine the level of unit cohesion. Knowledge of these factors can help you identify the leadership actions that can develop a cohesive unit.

SHOW VGT-1, 7 COHESION FACTORS



I want you to take out a sheet of paper. You see that the six other factors of unit cohesion are group (unit) characteristics, individuals in the unit, unit socialization, unit and individual goals and objectives, unit activities, and unit identification and history.

NOTE: Lead a class discussion on each of the other six factors. Ask the two questions below for each. After responses, ask questions such as: "Do you agree?," "What other actions could you take?," "Why is this factor important?," and "How can this factor affect unit cohesion?"

QUESTIONS:

1. When developing a plan to improve unit cohesion, why do you need to determine the impact of this factor on your unit's level of cohesion?
2. Identify one leader action that can affect this factor and increase the level of unit cohesion.

ANSWERS: Listed after factor below. No right or wrong answers.

a. Group (Unit) Characteristics.

- (1) Every soldier belongs to different groups such as family, social, etc.

Social control is maintained and customs and values passed via these groups. The group memberships can affect how the individual soldier fits into the unit. These memberships can interfere with the cohesion of the unit.

- (2) See SH-2, pp SH-2-10 and SH-2-11.

b. Individuals in the unit.

- (1) Leaders must focus on the development of the individual soldier in their unit.

- (2) See SH-2, p SH-2-11.

c. Unit Socialization.

- (1) The stages of soldier team development outline the process by which the individual becomes part of the unit. Since informal groups within the unit also socialize the individual, the leader must be aware of how well the individual is being socialized into the unit as well as how informal groups are affecting the unit socialization process. A unit having soldiers who are not integrated into the unit will not be a cohesive unit.

- (2) See SH-2, pp SH-2-11 and SH-2-12.

d. Unit and Individual Goals and Objectives.

(1) One of the most important factors of unit cohesion is the integration of unit and individual goals. Once soldiers adopt unit goals as individual goals, they will have internalized the unit's mission and begun to form the resolve which is critical for success.

(2) See SH-2, pp SH-2-12 and SH-2-13.

e. Unit Activities.

(1) Unit activities that are of interest to unit members and in which the members participate can increase unit cohesiveness. Unit activities include everything from training to family activities.

(2) See SH-2, pp SH-2-13 and SH-2-14.

f. Unit Identification and History.

(1) Individuals want to belong to groups which are identified with a proud history. By knowing that the unit has a prestigious history, they are more likely to work hard to live up to their reputation and, in doing so, enhance unit cohesion.

(2) See SH-1, p SH-2-14.

There are many factors that affect the cohesion of a unit. We have just covered the seven factors affecting cohesion which were included in your homework readings. When you identify how each of these factors is being played out in your unit, you can get an idea of leader actions which you should take to improve the cohesion of your unit. Additionally, when you know what is occurring in your unit, you will know where you need to focus your attention and concentrate your efforts.

REMOVE VGT-1

2. Learning Step / Activity 2. Develop a Plan to Improve Unit Cohesion

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction
Time of Instruction: 20 mins
Media: PE-4

NOTE: Students must complete the practical exercise as homework and bring it to class.

NOTE: Issue PE-4, all pages, and instruct students to complete the PE and bring it to class for grading and discussion. Direct their attention to page C-14, Evaluation

Guide, and inform them that their plan must achieve at least 9 out of 12 GOs in order to pass the lesson.

NOTE: Have students address each item of the Evaluation Guide as they handled it in their plans. Lead a class discussion as each item is addressed. Collect all student plans for grading.

SECTION IV. SUMMARY

Method of Instruction:	<u>Conference / Discussion</u>
Method of Instruction:	<u>Small Group Instruction</u>
Instructor to Student Ratio is:	<u>1:16</u>
Time of Instruction:	<u>5 mins</u>
Media:	<u>None</u>

Check on Learning

None

Review / Summarize Lesson

One very important thing I want you to take away from this class is that the level of cohesion of your unit is always changing. It changes as new soldiers join the unit; as groups go through the soldier team development stages; and with the completion of major training exercises or events. As a leader, your task is to create conditions that will enhance and maintain unit cohesion at the highest level possible.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.

At the end of this course you will take a 50 question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 or more questions to receive a passing score (70 percent). This is a graduation requirement.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Terminal Learning Objective

VGT-1, 7 Cohesion Factors



7 COHESION FACTORS



- **LEADERSHIP**
- **GROUP (UNIT) CHARACTERISTICS**
- **INDIVIDUALS IN THE UNIT**
- **UNIT SOCIALIZATION**
- **UNIT AND INDIVIDUAL GOALS AND OBJECTIVES**
- **UNIT ACTIVITIES**
- **UNIT IDENTIFICATION AND HISTORY**

L425/OCT 03/VGT-1

Advanced Noncommissioned Officer Course

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE 1

Title	Bonding Exercise						
Lesson Number/Title	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
Introduction	Bonding is a critical element of cohesion. Without it the unit will experience the formation of smaller teams with individual goals.						
Motivator	This practical exercise will give you a better understanding of how bonding brings individuals together as a cohesive unit.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Prepare a plan to develop a cohesive platoon-sized organization.</td></tr><tr><td>Conditions:</td><td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td></tr><tr><td>Standards:</td><td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td></tr></table>	Action:	Prepare a plan to develop a cohesive platoon-sized organization.	Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
Action:	Prepare a plan to develop a cohesive platoon-sized organization.						
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials: FM 22-100, Army Leadership, 1999 PE-1 (p C-1 thru C-3) Student Handouts Pen or pencil and writing paper</p>						

	<hr/> Student Materials: FM 22-100, Army Leadership, 1999 (if available) PE-1 (p C-1 and C-2) Student Handouts Pen or pencil and writing paper <hr/>
Special Instructions	None
Procedures	<hr/> Read the following scenario: <p style="text-align: center;">20th Maine</p> <p>The 20th Maine's defense of Little Round Top during the Battle of Gettysburg provides an example of bonding. When Colonel Chamberlain ordered his commanders to extend left and back, doubling the size of his regimental front to block a flank attack, his companies executed the order with remarkable speed. Each soldier, squad and company moved together, maintaining the same volume of fire and preventing gaps in the line. After the sixth violent charge of the two Alabama regiments, Chamberlain realized that each of his soldiers had only one or two rounds remaining. He ordered the regiment to fix bayonets and charge. Upon receiving the order, Lieutenant Melcher leaped in front of his company and led the charge. When Melcher's company came abreast of the regiment, Colonel Chamberlain moved forward and led the charge.</p> <ol style="list-style-type: none"> 1. Answer the following: <ol style="list-style-type: none"> a. Define unit bonding. b. Define horizontal bonding. c. Define vertical bonding. 2. After you read the scenario, your group is to answer the following questions: <ol style="list-style-type: none"> a. Was the 20th Maine horizontally bonded? Give reasons from the reading to support your conclusion. b. Was the 20th Maine vertically bonded? Give reasons from the reading to support your conclusion. c. What might have happened if the 20th Maine had been horizontally bonded but not vertically bonded? d. What might have happened if the 20th Maine had been vertically bonded but not horizontally bonded? 3. Prepare to discuss your decisions with the class. <hr/>
Feedback Requirements	None

SOLUTION FOR PRACTICAL EXERCISE 1

1. Define:

- a. Unit bonding. Development of strong interpersonal relationships among soldiers and between them and their leaders.
- b. Horizontal bonding. Development of mutual trust and respect between peers/soldiers.
- c. Vertical bonding. Development of mutual trust and respect between soldiers and their immediate leaders and leaders at various levels in the organization.

2. From exercise

(a) Although mostly implied, soldiers accepted their roles and responsibilities in the unit--attacked as told, moved forward, charged, maintained the same volume of fire and prevented gaps, etc.

(b) In spite of six violent charges of enemy and lack of bullets, the unit charged, moved forward in formation--swinging door--as directed, and placed themselves in grave danger.

(c) Response should emphasize that the loyalty would have been to each other and not to leaders. Might not have followed leaders and might not have moved forward.

(d) Response should indicate that the unit might not have worked as a team. Soldiers might have followed leader without regard to safety of unit and without making sure ranks were closed, etc.

PRACTICAL EXERCISE 2

Title	Soldier Team Development						
Lesson Number/Title	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
Introduction	Cohesive organizations do not just happen. They are a result of leaders making good use of each opportunity to develop cohesive soldier teams.						
Motivator	This practical exercise will help you better understand the stages of team building and how they affect unit cohesion.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Prepare a plan to develop a cohesive platoon-sized organization.</td></tr> <tr> <td>Conditions:</td><td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td></tr> <tr> <td>Standards:</td><td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td></tr> </table>	Action:	Prepare a plan to develop a cohesive platoon-sized organization.	Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
Action:	Prepare a plan to develop a cohesive platoon-sized organization.						
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials: FM 22-100, Army Leadership, 1999 PE-2 (pC-4 thru C-6) Student Handouts Pen or pencil and writing paper</p>						

	<hr/> Student Materials: FM 22-100, Army Leadership, 1999 PE-2 (p C-4 and C-5) Student Handouts Pen or pencil and writing paper
Special Instructions	<hr/> None
Procedures	<hr/> <p>You are a newly arrived platoon sergeant. As part of your orientation, you observe your subordinate leaders and soldiers.</p> <p>As a group, develop a role-play that reflects the stage of soldier team development present in your assigned scenario. You have 7 minutes to prepare the role-play. Everyone in your group must participate. The role play must:</p> <ol style="list-style-type: none"> Be between 2 and 3 minutes in length. Portray realistic behaviors for the stage of team development assigned. Reflect an MOS or branch appropriate for the class. Reflect appropriate leader actions for the stage of soldier team development of the group. <p style="text-align: center;">Soldier Team Development Group 1</p> <p>ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:</p> <p>Reception step of formation stage.</p> <p style="text-align: center;">Soldier Team Development Group 1B</p> <p>ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:</p> <p>Orientation step of formation stage.</p> <p style="text-align: center;">Soldier Team Development Group 2</p> <p>ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:</p> <p>Enrichment Stage</p> <p style="text-align: center;">Soldier Team Development Group 3</p> <p>ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:</p> <p>Sustainment Stage</p> <hr/>
Feedback Requirements	<hr/> None

**SOLUTION FOR
PRACTICAL EXERCISE 2**

This practical exercise has no set solution.

PRACTICAL EXERCISE 3

Title	Factors of Unit Cohesion						
Lesson Number/Title	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
Introduction	When you arrive at your new unit you will want to determine the current level of cohesion in the platoon. There are seven factors or areas that can be observed to determine the degree or level of cohesion within the unit.						
Motivator	This practical exercise will give you a better understanding of the seven factors of team development and how they help you determine the actual level of unit cohesion.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Prepare a plan to develop a cohesive platoon-sized organization.</td></tr> <tr> <td>Conditions:</td><td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td></tr> <tr> <td>Standards:</td><td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td></tr> </table>	Action:	Prepare a plan to develop a cohesive platoon-sized organization.	Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
Action:	Prepare a plan to develop a cohesive platoon-sized organization.						
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	Instructor Materials: FM 22-100, Army Leadership, 1999 PE-3 (p C-7 thru C-11) Student Handouts Pen or pencil and writing paper						

Student Materials:

FM 22-100, Army Leadership, 1999 (if available)

PE-3 (p C-7 thru C-9)

Student Handouts

Pen or pencil and writing paper

Special Instructions

None

Procedures

Have students read the situation and then answer the questions using information out of Student Handout 2.

Situation

You are a newly assigned platoon sergeant and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the squads appears to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in the platoon have been assigned three months or less. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test, which will be given in two months.

You bring your squad leaders together. You want to give your squad leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and will also result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The Squad A leader will restrict the privileges of anyone who fails.

The Squad B leader will provide a unit coin to all who pass.

The Squad C leader will set up a challenging PT program that he/she will lead.

The Squad D leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, which failed to emphasize physical fitness, sustained a much larger number of casualties.

1. Each of these plans was an action intended to accomplish a mission and, at the same time, improve the cohesion of the platoon. Consider the actions above and develop a response to each of the following questions:

- a. Which squad's soldiers will enjoy the training and take pride in it? Why?
- b. Which squad's soldiers will respect their leaders more as a result of how they accomplish the mission? Why?
- c. Which squad's soldiers will fear their leaders more? Why?
- d. Which squad's soldiers will begin or continue a PT program of their own when no one is watching or after the leader changes? Why?
- e. Which squad's soldiers will be more likely to strive for a „Max“? Why?

- f. Which squad's soldiers will simply aim to achieve the minimum standard? Why?
- g. Which soldiers will be in the most cohesive squad? Why?
- h. Which squad's soldiers will be part of the least cohesive squad? Why?

2. Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, what actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

**Feedback
Requirements**

None

SOLUTION FOR PRACTICAL EXERCISE 3

Situation

You are a newly assigned platoon sergeant and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the squads appears to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in the platoon have been assigned three months or less. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test, which will be given in two months.

You bring your squad leaders together. You want to give your squad leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and will also result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The Squad A leader will restrict the privileges of anyone who fails.

The Squad B leader will provide a unit coin to all who pass.

The Squad C leader will set up a challenging PT program that he/she will lead.

The Squad D leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, which failed to emphasize physical fitness, sustained a much larger number of casualties.

NOTE: Accept responses which include the following. (Responses based on SH-2, pp SH-1-12 thru SH-1-22).

1. --Which soldiers will enjoy the training and take pride in it? Why? Squad C. The leader trains with them and they train as a unit.

--Which soldiers will respect their leaders more as a result of how they accomplish the mission? Why? Squad C. Same comments as above.

--Which soldiers will fear their leaders more? Why? Squad A because of the threat of punishment.

--Which soldiers will begin or continue a PT program of their own, when no one is watching? After the leaders change? Why? Squad C because soldiers see the value of the program and the leadership emphasis and support.

--Which soldiers will be more likely to strive for a "Max?" Why? Squad C because of pride and leadership emphasis and support.

--Which soldiers will simply aim to achieve the minimum standard? Why? Squad A is the most negative approach and is most likely to provide the least incentive for excellence.

--Which soldiers will be in the most cohesive squad? Why? Again, Squad C because of teamwork, togetherness, leadership involvement, positive attitudes.

--Which soldiers will be part of the least cohesive squad? Why? Squad A most likely because of fear and focus on punishment.

2. Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, which actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

(Responses will vary. Focus the responses so that they include: respect, training, and evaluate actions.)

PRACTICAL EXERCISE 4

Title	Develop a Plan to Improve Unit Cohesion						
Lesson Number/Title	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
Introduction	When you arrive at your new unit you must determine the current level of cohesion in the platoon. Dependent on your findings, you may need to develop and implement a plan to maintain the current level of cohesion or to improve it.						
Motivator	This practical exercise provides you with a better understanding of how to develop a cohesive platoon-sized organization.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Prepare a plan to develop a cohesive platoon-sized organization.</td></tr><tr><td>Conditions:</td><td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td></tr><tr><td>Standards:</td><td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td></tr></table>	Action:	Prepare a plan to develop a cohesive platoon-sized organization.	Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
Action:	Prepare a plan to develop a cohesive platoon-sized organization.						
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials: FM 22-100, Army Leadership, 1999 PE-4 (p C-12 thru C-14) Student Handouts Pen or pencil and writing paper</p>						

	<hr/> Student Materials: FM 22-100, Army Leadership, 1999 (if available) PE-4 (p C-12 thru C-14) Student Handouts Pen or pencil and writing paper
Special Instructions	<hr/> None
Procedures	<hr/> <p>Divide the class into small groups of three or four. Provide students with FM 22-100 if available and ensure they all have SH-2 and PE-4. Tell them that they are to complete the practical exercise as homework and are to bring to class for discussion. Inform them that the exercise will be turned in and graded and that they must get at least nine GOs out of the twelve items on the Evaluation Guide (PE-4-3) to pass.</p> <p>Read the following scenario:</p> <p style="text-align: center;">Situation</p> <p>You are a newly assigned platoon sergeant. You have had the opportunity to meet with each of the squads/sections and you've noticed that each of the squads is focusing on a different mission. After reviewing the personnel files, you find that about half of the soldiers in the platoon have been assigned for less than three months. Those who have been on board longer display a poor attitude and barely achieve set standards. The squad leaders have been around for a while but don't know their soldiers and rely on threats to accomplish the mission. The soldiers distrust the squad leaders because they order them around but never participate or even teach them how to accomplish the tasks. After much thought, you decide to implement a plan to develop a cohesive platoon.</p> <p>Perform the following steps. Record your findings for each step.</p> <ol style="list-style-type: none"> 1. Determine the organization's level of cohesiveness. 2. Conduct an analysis of cohesion data collected. 3. Determine possible leader actions that will improve the organization's level of cohesion. 4. Develop a plan to improve cohesiveness in the organization.
Feedback Requirements	<hr/> None

**SOLUTION FOR
PRACTICAL EXERCISE 4**

Evaluation Guide

1. Accurately determined the unit's state of cohesiveness.	GO	NO GO
2. Analyzed cohesion data by:		
a. Correctly determining that unit cohesion was not a problem and identifying what, if any, additional actions were needed to maintain the current level of unit cohesion.	GO	NO GO
b. Correctly identifying positive and negative internal and external factors influencing unit cohesion.	GO	NO GO
3. Determined possible leader actions to improve the organization's level of cohesion by:		
a. Accurately identifying the desired organizational cohesion goals.	GO	NO GO
b. Accurately determining the impact of leader actions on the level of cohesion of the organization.	GO	NO GO
d. Accurately selecting one or two approaches which have potential for achieving identified unit cohesion goals.	GO	NO GO
4. Developed a plan to improve cohesiveness in the organization by:		
a. Accurately evaluating possible plans against identified organizational cohesion goals.	GO	NO GO
b. Correctly selecting the plan to be implemented.	GO	NO GO
c. Accurately identifying personnel to be involved in the implementation of the plan.	GO	NO GO
d. Appropriately involved personnel in finalizing organizational cohesiveness improvement plan.	GO	NO GO
e. Efficiently arranged for resources needed to implement the plan.	GO	NO GO
f. Correctly developed an implementation plan.	GO	NO GO

Appendix D

HANDOUTS FOR LESSON 1: L425 version 1

**This Appendix
Contains**

This Appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Developing a Cohesive Platoon-Sized Organization (from TSP 158-I-1272, CGSC, 18 June 1998)	SH-2-1 thru SH-2-16

Disclaimer: The training developer downloaded this extract from <http://155.217.58.58/atdls.htm>. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Student Handout 1

Advance Sheet

Lesson Hours This lesson contains 2 hours of classroom small group instruction / practical exercises and a graded homework assignment.

Overview This lesson provides the information needed to assess unit cohesion and to develop a plan to maintain and / or improve unit cohesion.

TLO Terminal Learning Objective (TLO)

Action:	Prepare a plan to develop a cohesive platoon-sized organization.
Conditions:	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.
Standards:	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.

ELOs

A Describe the concept of unit cohesion.

B Use the stages of soldier team development in the development of a plan to improve unit cohesion.

C Develop a plan to improve unit cohesion.

Student Assignments The student assignments for this lesson are:

- Read and study Student Handouts SH-1 and SH-2.
- Participate in class discussions and complete in-class PEs successfully.
- Review all material covered in class, complete PE-4, and prepare for end of course test.

Additional Subject Area Resources None

Bring to Class

- Student Handouts SH-1 and SH-2.
 - Your plan for improving unit cohesiveness (PE-4) when due.
 - Pen or pencil and writing paper.
-

Student Handout 2

DEVELOPING A COHESIVE PLATOON-SIZED ORGANIZATION

Soldier team development and cohesion go hand in hand. It is difficult to discuss one without mentioning the other. Unit cohesion, like team building, cannot be developed or maintained without strong leadership. History provides many examples of cohesive units withstanding the stress of combat and performing much better than units with less cohesion. Units which are not cohesive generally experience a higher stress casualty rate than cohesive units. For example, in forty-four days of heavy fighting on the Gothic Line during WWII, one division suffered 817 combat stress casualties while the 101st Airborne division, in similarly heavy fighting at the Battle of the Bulge, lost only 102 soldiers to combat stress in forty-three days of fighting. The cohesiveness of the 101st is one of the factors credited for the low combat stress casualty rates.

Unit Cohesion Defined

Unit cohesion is defined as the bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to their unit and their resolve to accomplish the mission. Cohesion is not something that you can give to a unit. A unit's leadership CANNOT impose it. Both the soldiers in the unit and the unit's leaders develop cohesion within an organization. Our definition of cohesion identified three specific elements. First, it is a *bonding* of the emotional and personal relationships within a unit. Second, it involves a *commitment* not only to the unit and what it represents, but also to the values and goals of the nation. Finally, it involves *resolve*. Resolve is a shared determination of soldiers and their leaders to work interdependently to accomplish the mission.

1. Bonding. Bonding is the development of strong interpersonal relationships among soldiers and between them and their leaders. A key characteristic of a truly cohesive unit is that bonding occurs in two directions, horizontal and vertical.

a. Horizontal bonding. Horizontal bonding is the development of mutual trust and respect between soldiers. Horizontal bonding occurs when:

- Soldiers accept their roles and responsibilities in the unit.
- Soldiers build trust in each other based on their willingness to accept and carry out their individual responsibilities.
- Soldiers become proficient and begin to identify with the unit and demonstrate concern for, and dependence on, each other. The interdependence of the soldiers breaks down any feelings of distrust and fear within the unit.

Horizontal bonding is the result of shared experiences. There have probably been times during your training when you and your peers were wet, cold, and exhausted but you reveled in your common condition. It is through experiences such as these that strong interpersonal relationships are developed. Platoons and companies also experience a sense of bonding. The collective level of mutual respect, trust and confidence, which develop between units, is a form of horizontal bonding.

b. Vertical bonding is the development of mutual trust and respect between soldiers and their immediate leaders, and between leaders at the various levels within the organization. Vertical bonding occurs when:

- Soldiers recognize that their leaders have accepted and carry out their roles and responsibilities in the unit.

-Leaders demonstrate a genuine concern and respect for their subordinates. They trust their subordinates to perform to the best of their ability.

-Leaders at all levels of the organization demonstrate trust and respect for each other.

Vertical bonding is essential for the unit to be successful. Leaders who demonstrate their proficiency and genuine concern for the soldier and who trust the soldiers to carry out their responsibilities create the conditions in which vertical bonding and cohesion are developed. Unit missions become soldier missions as a result of vertical bonding. The 20th Maine's defense of Little Round Top during the Battle of Gettysburg is an example of vertical bonding. When Colonel Chamberlain ordered his commanders to extend left and back, doubling the size of his regimental front to block a flank attack, his companies executed the order with remarkable speed. Each soldier, squad and company moved together, maintaining the same volume of fire and preventing gaps in the line. After the sixth violent charge of the two Alabama regiments, Chamberlain realized that each of his soldiers had only one or two rounds remaining. He ordered the regiment to fix bayonets and charge. Upon receiving the order, Lieutenant Melcher leaped in front of his company and led the charge. When Melcher's company came abreast of the regiment, Colonel Chamberlain moved forward and led the charge. As armchair analysts we can credit the success of the 20th Maine to many things. However, the 20th Maine could not have accomplished the maneuver if there had not been a high degree of vertical bonding. The soldiers trusted their leaders. The regiment's mission became their mission and they executed it despite the fact that in doing so they placed themselves in grave personal danger.

2. Commitment. You should recall that commitment is one of the individual values which support the professional Army ethic. It is dedication not only to the unit and what it represents, but to the values and goals of the nation as well. All soldiers must be committed to working as members of the unit and realize that others depend on them. Commitment must exist both vertically and horizontally within the organization. Cohesive units have a common commitment which extends throughout the organization.

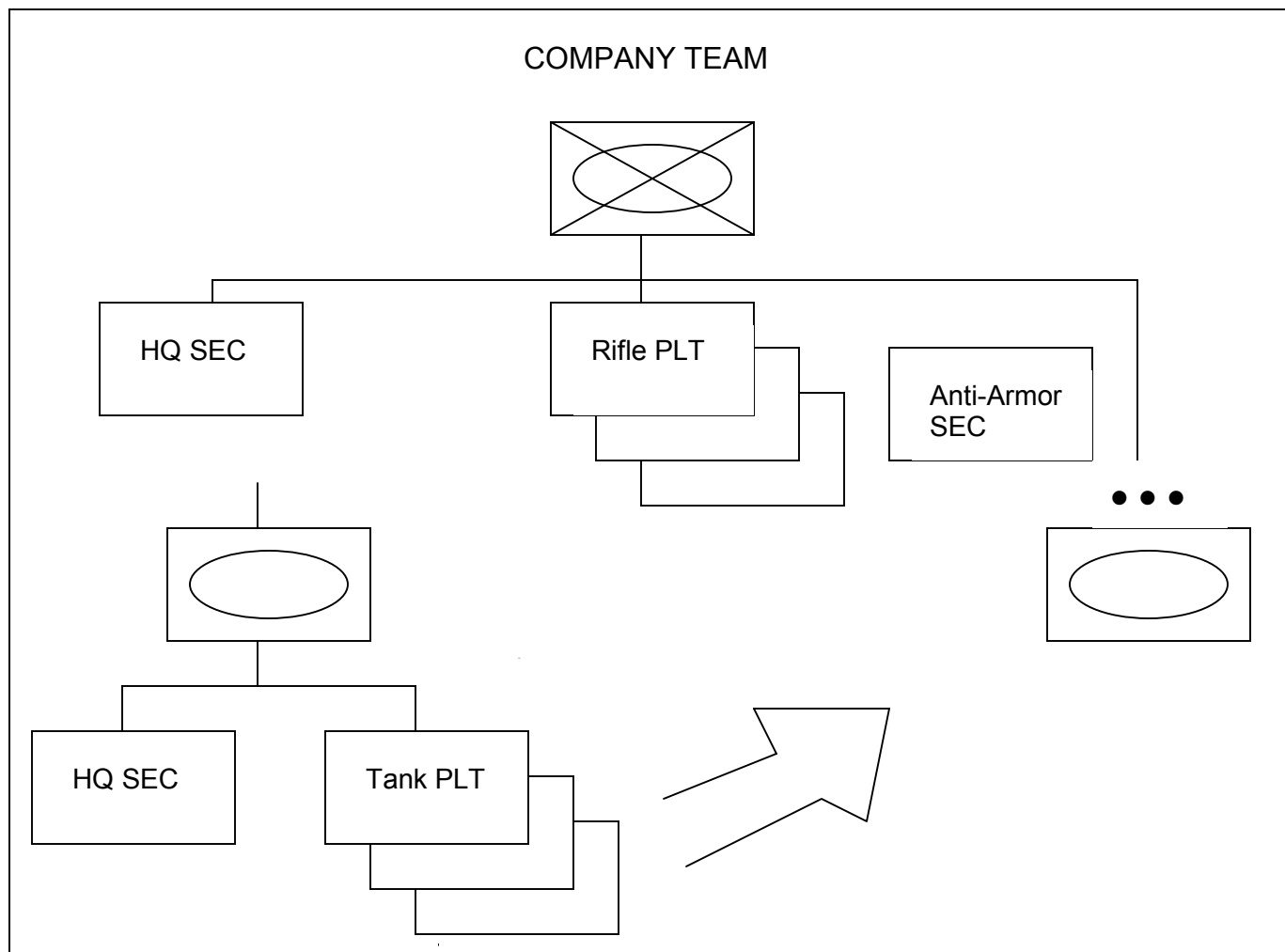
3. Resolve. Resolve is the shared determination and motivation of soldiers and their leaders to work interdependently to accomplish the mission, and to sustain this capability over a long period of time. Think about the battle for the Alamo. The Texans who defended the Alamo demonstrated the ultimate resolve. The 101st Airborne Division at the Battle of the Bulge demonstrated a cohesive resolve for 43 days. Resolve can be likened to the glue, which holds a cohesive unit together. Without it, the unit begins to break down.

It is impossible to address cohesion without addressing soldier teams. Teams are groups of individuals joined along organizational lines for the purpose of accomplishing a certain goal. There are two primary types of teams in the Army, functional teams and task groups.

a. A functional team is organized for a long period of time to accomplish specific missions or tasks. Functional teams typically have a structure. A platoon is an excellent example of a functional team. Each member of the team has a specific role, which contributes, to the goal of the team. A company is also an example of a functional team.

b. Task groups are formed when two or more functional teams contribute team members to another group for a specific period of time to accomplish a specific task. In the Army you'll frequently hear the expression, "task organization." In order to accomplish many of our missions, the Army maximizes the abilities of different groups by combining them into a team or "task force."

An example of a task group, or task organization, is the company team shown in the illustration below: A tank platoon from the tank company has been added to the mechanized infantry company to increase its ability to accomplish the mission. This type of task grouping takes place at nearly all levels of the Army. Through the formation of a task group the firepower of the infantry company is increased. However, this also presents the leader with a new problem in the development of horizontal and vertical bonding and unit cohesion.



A modern example of the importance of unit cohesion is the U.S. troop deployment to the Saudi Arabian peninsula. The pressures of distance, uncertainty over the use of chemical weapons, and harsh conditions, and a multitude of other issues, reinforced the importance of cohesive soldier teams and units.

Soldier Team Development

Soldier team development is an important development step in improving unit cohesion. Teams are developed in three specific stages: the *formation stage*, the *enrichment stage*, and the *sustainment stage*. While the stages follow in a sequence, they have flexible boundaries. Many events such as change of personnel, change of a mission or change in schedule can cause the stage of the unit to move back and forth between the different levels.

Cohesive organizations do not just happen. They are the result of leaders making good use of each opportunity to develop cohesive soldier teams. The leader guides the development process and provides necessary support which provides an environment in which the team can develop as a team and adjust to any changes which occur in the group.

1. The Formation Stage (Dependent). The formation stage of soldier team development involves two steps: *reception* and *orientation*.

The reception step is critical in forming a cohesive team. It normally begins with a welcome letter and establishes a positive first impression of the unit. The reception step should be such that the new soldier wants to become part of the unit.

The orientation step is used to communicate unit standards and values, goals and missions and should include the unit's history and heritage. The unit's members should reinforce the information provided as the new soldier begins to fit into the organization. The orientation step starts the new soldier out in the right direction. He/she begins with an understanding of what standards are expected of him/her and the values of the unit. Shared values are necessary for cohesive teamwork; shared standards become the criteria for team membership.

Unfortunately, we haven't always used these steps as effectively as we could have. For example, during the latter stages of WWII individual replacements were sent to units in combat. Seasoned veterans routinely ignored the newcomers to the unit until they developed the skills necessary to survive on the battlefield. If the newcomer survived, then he/she was integrated into the team. If effective reception and orientation programs had been in place and effective, it is possible that many of these "green" replacements might have survived.

a. Typical member behavior during the formation stage. The formation stage begins with the arrival of new personnel (soldiers or leaders), a change in unit mission, or any change, which affects the unit. It is the time when new arrivals transition from being individuals to functioning as part of the team. Teams at this stage can be identified by their behavior towards each other. For teams with new leadership, missions, or members, this stage is a period of testing behavior and dependence on formal and informal group leadership for guidance in a newly unstructured environment. The most prominent behavior norm is that of politeness. Soldiers will take special care not to do or say things, which may hurt another soldier's feelings. Soldiers look to other soldiers and team leaders for guidance on how to proceed, how things are done, and how they fit in. During this stage, soldiers may ask a lot of questions, use humor, and try to impress each other and, in general, try to get along with each other.

The formation stage is also characterized by the following behaviors:

- Hesitancy to participate.
- Tests of behavioral expectations and ways to handle situations.
- Feeling of initial attachment to the team.
- Intellectualizing.
- Discussions of symptoms or problems peripheral to the task.
- Complaints about the environment.
- Suspicion, fear, and anxiety about the new situation.
- Minimal work accomplishment.

b. Leader actions during the formation stage. As the team begins to develop, it is important for the leader to guide this process without alienating soldiers. Leader actions, which positively contribute to the cohesive development of a team in the forming stage of development, include--

- Listening.
- Establishing clear lines of authority.
- Developing soldier and unit goals.

(1) By observing and listening, the leader increases his/her knowledge about the strengths of individual soldiers--what he/she likes to do, and what he/she does well. This allows the leader to place the soldier in the jobs he/she does best.

(2) The leader needs to establish clear policies about who has what authority and under what conditions each team member can exercise authority or make decisions for the team. The leader must explain that as new soldiers gain knowledge and experience, their responsibilities and authority will increase.

(3) Soldiers look to their leaders to develop and establish goals for the unit. Periodically, the leader needs to bring his/her soldiers together, as a team, to check on progress. This allows them to share their goals with each other. As they begin to understand that they share common goals, a cohesive team begins to develop. Soldiers begin to establish a personal ownership of unit goals.

2. *Enrichment Stage of Team Development (Independent)*. During the enrichment stage, the team progresses from one of intra-team conflict to one characterized by the development of team cohesion. This stage is the most interesting stage of team development and presents the leader with some challenges.

Unfortunately, there isn't a clean break between the formation stage and the enrichment stage. Two steps characterize the enrichment stage. The first step is the transition of a new member to an independent member and builds upon the formation stage. The second step is the transition of the independent member to an interdependent member of the team. Teams performing at the first step of the enrichment stage tend to accomplish a minimal amount and tend to be polarized and resist requirements, which are perceived to interfere with their personal needs. Teams at the second step, however, accept the team, team norms, their own roles and the idiosyncrasies of their fellow team members and tend to accomplish a moderate amount of work.

a. Typical member behavior during enrichment stage. The leader generally recognizes the transition from new member to independent member when the soldier begins to question and resist if he/she doesn't like or understand a task he/she is given. The leader may notice the soldier joining smaller groups, which have their own informal leaders. The new soldier begins to feel that he/she has something to offer and becomes more vocal. Although he/she is beginning to identify with informal groups he/she exercises his/her independence from the group. During this step, the leader should try to guide the independent soldier's energy toward team efforts. He must not allow the new soldier to become disruptive.

During the enrichment stage, the team progresses from one of intra-team conflict to one characterized by the development of team cohesion. Typical behaviors include the following:

- Talking a lot and asking a lot of questions.
- Using humor.
- Making references to authority.
- Infighting, defensiveness, and competition.
- Disagreeing often.
- Establishing unachievable goals.
- Exhibiting disunity, increased tension, and jealousy.
- Resisting task demands because they are perceived to interfere with personal needs.

- Tending to become polarized.
- Changing relationships and reversals of feelings.
- Expressing concern over excessive work.
- Establishing a pecking orders.
- Accomplishing a minimal amount of work.

During this step, the leader should try to guide the independent soldier's energy toward the unit's efforts. He/she must not allow the new soldier to become disruptive.

As time passes and the new soldier begins to prove him/herself, he/she becomes a recognized member of the group. He/she is no longer the "new guy." Trust begins to form and team bonding occurs.

b. Leader actions during the enrichment stage. Good leaders accelerate this stage by capitalizing on every event, from the most exciting to the most boring, to develop cohesive teams. The key to success during this stage is training.

- Train as a unit.
- Train for combat.
- Develop pride through accomplishment.
- Develop self-evaluation procedures.

(1) Train as a unit. The only way to develop cohesive teamwork is to do things together. Whether it is a garrison detail or a field training exercise, give teams the opportunity to train together. This is especially important if your unit task organizes for combat. Task organization presents a training challenge for both the unit, which gains elements, and the unit, which loses the element. In a platoon, which is habitually task organized with another unit, platoon cohesion is essential. Leaders must establish relationships with the parent and attached units. Quality training strengthens the chain of command within the team and gives the team the opportunity to experience accomplishment and growth. Unit training goals and objectives become team goals and objectives. Soldiers who train as a unit begin to experience a sense of teamwork and unit identity.

(2) Train for combat. Battle focus is the concept used to develop peacetime training requirements from wartime missions. A critical aspect of the battle focus concept is to understand the linkage between the unit's mission essential task list (METL) and the individual tasks, which support them. Once the soldiers begin to see the relationship between their individual tasks and the unit's "go to war" mission, they will begin to develop a sense of interdependence.

(3) Build pride in accomplishment. Pride comes from respect for the team's ability. Being part of a unit that performs well during challenging training instills confidence and pride like no other experience short of combat. Team training must be training which the soldier can be proud of. Soldiers who lack pride in themselves and their performance cannot feel pride in their unit or their leaders. It is absolutely necessary for the leader to show respect for each soldier and encourage pride and self-esteem so that the soldier can have pride in his/her team.

(4) Develop self-evaluation procedures. In training, the unit works toward specific performance standards. Unit self-evaluation focuses on these standards. Cohesion is enhanced when the team conducts its own after action reviews and team members discover for themselves what they do well and where they need to improve. All team members participate in the review. The team works together to improve its performance and establish new team goals to be achieved in the next training situation. After

action reviews of this type develop the feeling that good performance and improvement are important and it is only through a cohesive, cooperative effort that the goal can be realized.

3. Sustainment Stage (Interdependent). The final stage of team development, the sustainment stage, is characterized by accomplishing the mission through teamwork and cohesion.

a. Typical member behavior during sustainment stage. Soldiers feel comfortable about themselves and their leaders. They trust their leaders to be team members. The team thinks, acts, and works as one rather than as individuals. They recognize the requirements and achieve results quickly and efficiently. They accept the team, team norms, their own roles and idiosyncrasies of fellow members. Other behavioral characteristics of this stage include:

- Members experience insight into personal and interpersonal processes.
- Members develop a sense of team cohesiveness with a common spirit and goals (all win).
- Members establish and maintain team boundaries, norms, and rules.
- Members share influence.
- Members are willing to give and receive feedback about how well they are accomplishing their task.
- Member feedback tends to be timely rather than “after-the-fact.”
- Members accomplish work (ranging from moderate amounts to a great deal).

b. Leader actions during the sustainment stage. During this stage, leaders must sustain the cohesiveness of the team. To accomplish this, the leaders must take the following actions:

- Deal with change.
- Reassess goals and priorities.
- Focus on teamwork.
- Focus on training.
- Respond to soldier concerns.
- Conduct unit activities.

(1) Deal with change. As leaders respond to situations that threaten sustained teamwork and cohesion, they must realize that team growth and stability are uneven at best. The team will reach a peak, seem to slump, and then build to a new peak of performance. This often occurs when new members are added to the team. Successful leaders guide the team to peak performance with it faces critical tasks or combat action.

(2) Reassess goals and priorities. As missions change, leaders must ensure the goals and priorities of the team are in line with the mission. If several things need to be accomplished in the same time period, leadership should set priorities and allocate time to complete each task. Inform the team of the changes, explain the how and why, and the standard which is expected. Cohesive teams adjust quickly when they understand the goal.

(3) Focus on teamwork. Listen to what the soldiers say, how it is said, and what is not said. Identify those areas where teamwork is lacking. Sustaining cohesive teams requires the leader to focus

on those things, which detract from teamwork. Establish buddy teams to accomplish tasks which do not require the entire team. Reinforce the trust and cooperative attitudes developed by the soldiers. Respond quickly to problems which affect the quality of teamwork.

(4) Focus on training. As soldiers become more and more proficient the danger of boredom arises. Boredom challenges leaders to reinforce the basics and provide increasingly demanding training. To do this, leaders need to be imaginative, particularly in garrison situations where the mundane can begin to undermine cohesion and team performance.

(5) Respond to soldier concerns. To sustain a cohesive team, leaders must demonstrate caring leadership. The way a leader responds to the legitimate concerns of a soldier has a significant impact on the cohesiveness of the soldier's team. Caring, consistent leadership is the key. This doesn't mean that the leader has to take on all of the soldier's concerns. In some instances the only thing you can do is listen. Work on improving your ability to recognize when you or another subordinate leader can, and should, respond to the soldier's concern. When appropriate, refer the soldier to outside agencies for assistance. The better you know your soldiers and your unit team, the easier this will become.

(6) Conduct unit activities. Unit activities are events that involve all soldiers and, in many cases, their families. Unit activities can take place during duty or off duty hours. When done properly, military ceremonies, sports activities, and social and spiritual activities enhance unit pride and cohesion.

An organization can be in one or more of these three team development stages at the same time. One squad could be going through the formation stage because of new membership or leadership, while another can be in the building stage. Good leaders recognize when this occurs and look for opportunities to build or enhance unit cohesion in each stage of soldier team development.

Determining Level of Cohesion

You probably will not join a unit which is being formed. If you were involved in the process of building a new unit, you could focus your efforts on the stages of team development to develop a cohesive organization. When you arrive at your new unit you will want to determine the current level of cohesion in the company and you platoon. There are seven factors or areas which can be observed to determine the degree or level of cohesion within the unit. They are:

- Leadership.
- Group (unit) characteristics.
- Individuals in the unit.
- Unit socialization.
- Unit and individual goals and objectives.
- Unit activities.
- Unit identification and history.

(Some of these factors were discussed during the stage of team development materials so portions of the material will be familiar.) When you arrive at your new unit, you will go through the reception and orientation steps. You will learn about your job, unit standards and values, and unit history. You will learn about unit policies, equipment, and how the chain of command operates. As you are doing this, you will develop a feeling of the unit's cohesiveness. Once you have developed an understanding of how the unit operates, you can begin to take an in-depth look at each factor area to determine the actual level of cohesion and some of the reasons for the unit operating at that level.

1. Leadership. The most critical of all the factors in developing unit cohesion is leadership. Cohesion cannot be created from the top down. It is developed within a unit and involves both the soldiers and the leaders. Leaders create the climate for cohesive growth.

a. Needed Information. To determine the impact of leadership on the cohesiveness of the unit ask the following questions:

- Do the leaders in your unit care about the needs of their soldiers?
- Do the leaders in your unit treat the soldiers and each other with respect?
- Are the leaders competent?
- Do the leaders demonstrate trust in their subordinates or do they micro-manage?
- Do the leaders listen to the soldiers and encourage subordinate participation in problem solving?
- Do the leaders clearly communicate standards, expectations and values?
- Have the leaders established clear lines of authority?
- Do the leaders listen to the soldiers and encourage subordinate participation in problem solving?
- Do the leaders clearly communicate standards, expectations and values?
- Have the leaders established clear lines of authority?
- Do the leaders build unit pride through accomplishment?
- Does the unit train as a team for combat?
- Do the leaders develop and use self-evaluation procedures?

Once you have answers to these questions, you will have a clearer understanding of the impact of leadership on the cohesion in your unit. Do not focus on the negative; look for positive influences as well. As a new leader, you are in a perfect position to retain those leadership aspects which contribute to unit cohesion and change those which do not.

b. Leader actions. Once you have an idea of the status of the leadership, some actions you can take include--

- Ensure all subordinates are treated with respect.
- Train subordinate leaders if they are not competent.
- Communicate standards and expectations clearly.
- Train as a unit and train for combat.
- Conduct AARs after each training event.

Look for those leadership aspects which are the basis for interpersonal action. All soldiers should be treated with respect. Gain their respect by treating them with respect. There is no room in your platoon for incompetent leadership. If your subordinate leaders are poorly trained, train them. Ensure everyone

knows and understands the mission, its standards, and your expectations. Once standards and expectations are set, don't change them. Train as a unit and direct your training efforts toward your combat mission. After action reviews (AARs) are an excellent tool to involve all the members of your platoon. Encourage honest, open assessments of your platoon's performance. Leaders who encourage and provide subordinates the opportunity to develop a sense of ownership in the mission and the unit develop more cohesive platoons.

2. Group (Unit) Characteristics. Every soldier belongs to several groups. The two groups you are primarily concerned with are the functional team or group and the task group. However, you must not overlook the fact that your soldiers are members of many other groups to include family, sports teams, clubs, and churches. It is through interaction with others that individuals satisfy personal interests and needs. Groups are also the means by which social controls are maintained and how customs, traditions and values are passed to the members of the group.

a. Needed information. To determine the impact of group or unit characteristics on the cohesiveness of the unit, ask yourself the following questions:

- How do the groups in this unit influence the values, attitudes, and standards of behavior in the unit?
- How do the groups influence the way individuals learn and solve problems in the unit?
- How do the groups affect an individual's duty performance in the unit?
- Do the groups raise or lower the levels of individual aspiration and striving?
- Are there cliques within the unit and do they contribute to or detract from mission accomplishment?
- Do the soldiers demonstrate pride in their team (group) and the unit?
- Does the unit, as a group, provide for the satisfaction of member needs?
- Have strong interpersonal relationships developed between the soldiers and their leaders?
- Is there healthy interaction between the groups in the unit (both horizontal and vertical)?
- Is unit membership stable? Do soldiers reenlist to remain in the unit or do they look for opportunities to leave?
- Do your soldiers belong to groups outside your organization?
- Does membership in other groups enhance or detract from unit cohesion?

Soldiers who identify with the unit as a group and who are committed to each other, fight more fiercely in battle and endure hardships over a longer period of time than soldiers who do not identify with the unit. In short, they are cohesive.

b. Leader actions. Leader actions which can affect group characteristic factors are:

- Form groups along organizational lines--squads and teams.
- Ensure squads and sections have sufficient members to accomplish their missions.
- Recognize and reinforce groups which have a positive influence on the unit.

- Build group and team pride. Link that pride to the unit mission.
- Recognize that group membership satisfies member needs.
- Create conditions which require group interaction.

Once the groups, teams, and squads in your unit recognize that they depend on each other, trust and mutual respect will begin to develop. When this occurs, their sense of teamwork will grow to encompass the entire platoon.

3. Individuals in the Unit. The leader's attention must be dual focused. It must be directed on the development of each soldier within the unit. The leader must be aware of and respond to the personal interests and needs of his/her soldiers. However, when the leader responds to these needs, he/she must remember that he/she is responsible for the unit over and above any particular individual, including him/herself.

a. Needed information. To determine the impact of the individuals on the cohesiveness of the unit ask the following questions:

- Do the leaders really know their soldiers and do the soldiers really know each other?
- Are special individual abilities used for the good of the unit?
- Can all of the soldiers perform their jobs to standard?
- Do the members of the unit rely upon each other?
- Do the disruptive members of the unit sway other members from the accomplishment of the mission?
- Are individuals in the unit afforded opportunities to exert a positive influence on the unit and each other?

Individuals in a unit have a significant impact on the cohesion of an organization. When each member of the unit becomes a valuable, contributing member, unit cohesion is enhanced.

b. Leader actions. Some of the leader actions, which influence the individuals in the unit, include:

- Make the effort to know the soldiers in your platoon.
- Ensure your soldiers are able to perform all assigned tasks to standard.
- Establish buddy teams.
- Encourage and recognize individual initiative.

Most of the actions above are simply common sense. The quicker you get to know each of your soldiers, the better and quicker you will understand them.

4. Unit Socialization. The individual becomes a unit member through a socialization process. Socialization is the process by which a new soldier acquires the skills, knowledge and attitudes unique to his/her new unit and is accepted into the new unit. The stages of soldier team development outline this process. However, the leader must recognize that informal groups within the organization establish socialization processes as well. The leader must remember that the goal of socialization is commitment to the unit and the internalization of the unit's mission.

a. Needed information. To determine the impact of the unit's socialization process on cohesion, the leader should ask the following questions:

- How does an individual become an accepted member of the group?
- Do unit members hold the values of the professional Army ethic?
- Do members adhere to unit standards?
- Does the unit's system of rewards and punishment recognize acceptable and unacceptable levels of performance and behavior?
- Do the leaders set a good example and make themselves available to the soldiers?

How a soldier becomes a member of the team is very important to the development of a cohesive unit. Many leaders don't realize the effect other soldiers have on the new member. When leaders don't take the lead role in establishing a socialization process, their subordinates do.

b. Leader actions. Leader actions which affect socialization include:

- Establish a good reception and orientation program.
- Reinforce actions and attitudes which support the professional Army ethic.
- Set and maintain high standards.
- Use rewards and punishments correctly.
- Set the example.

We covered the formation stage of soldier team development earlier. The reception and orientation steps are your first opportunity to influence a new soldier. As a leader, you must know which values you want to impress upon the new soldier. Don't tell him/her, "In this platoon we believe in selfless service!" That may not mean much to him/her. Rather, tell him/her, "We have a policy in this platoon that we do the job right. We work together until the job is finished or the training is complete. When we leave at the end of the day, we want to be ready for combat tomorrow." Unit socialization is an important component of team development and cohesion.

5. Unit and Individual Goals and Objectives. One of the most important factors of unit cohesion is the integration of unit and individual goals. Once soldiers adopt unit goals as individual goals they will have internalized the unit's mission and begun to form the resolve which is critical for success.

a. Information needed. To determine the impact of unit and individual objectives and goals, the leader should ask the following Questions:

- Does the unit have clearly defined goals and objectives?
- Do the soldiers know and understand the goals of the organization?
- Are leaders aware of the personal goals of their individual soldiers?
- Do the leaders attempt to integrate or link unit goals with individual goals?
- Do soldiers participate in establishing unit goals when appropriate?

-When the unit reaches an objective or accomplishes a goal, do the soldiers feel they have accomplished something or does it appear that it doesn't matter?

- Are unit goals mission-oriented training goals? (Remember that the key to developing unit cohesion in the enrichment stage of soldier team development is training--training for combat.)

When soldiers and leaders work together to accomplish unit and individual goals there is a feeling that together, they can accomplish anything.

b. Leader actions. Leaders assist in this process by establishing clear, achievable, yet challenging goals and objectives. Establish long term goals and intermediate objectives for each goal. Intermediate objectives become benchmarks en route to accomplishment of the goal. When time and the situation permit, involve your subordinates in the goal and objective setting process. Wherever possible relate individual goals to unit goals. Realize that your soldiers have some important personal goals, which have nothing to do with the unit's mission. Assist them if possible. Above all, make certain that the goals you establish are linked to the unit's wartime mission. Meaningless goals do nothing to encourage cohesion.

6. Unit Activities. Design unit activities which are interesting and include all unit members. Unit activities include everything from field training exercises and crew qualification tests to a battalion organization day or platoon outings.

a. Needed information. To determine the impact of unit activities on cohesion, ask the following questions:

- Do unit activities involve all unit members?
- Do unit activities produce shared successful experiences?
- Is unit training challenging and realistic?
- Does the unit choose activities, which unite rather than divide the organization?
- Does competition play a positive or negative role in unit activities?
- Does the unit spend a great deal of energy organizing unit activities about which most soldiers "could care less?"

Unit activities should be planned with cohesion in mind.

b. Leader actions. Leader actions which contribute to cohesion in this area are:

- Train as a unit activity. Make it challenging and realistic
- Select unit events carefully.
- Involve family members when appropriate.
- Use competition constructively.

Many leaders forget the fact that training is the basic unit activity. The greater the levels of excitement and realism, the more it contributes to unit cohesion. Select and plan activities such as picnics, parties and outings carefully. Ensure they are of interest to the majority of the unit. You won't be able to please everyone all the time but make sure your activities aren't restrictive. Families are an important component of cohesive units. When the soldier's family feels good about the unit and are included in the unit's activities, they are more likely to be supportive when times are difficult. Competition within the unit should never detract from cohesion. When possible compete against standards rather

than each other. For example, there is nothing to be gained by designating a best squad if all or most of the squads have exceeded the standard. Award a superior squad rating to all who met or exceeded the standard.

7. Unit Identification and History. A cohesive unit draws some of its strength from the achievements of those who have previously served in the unit and the campaigns in which they participated. For example, the 3d Infantry Division is referred to as the Marne Division, because of its efforts during WWI on the Marne River. The 1st Battalion, 6th Infantry motto is, "Regulars, by God" which goes back to 1814 and the Battle of Chippewa when British General Phineas Riall, noting the gray uniforms of the Americans, mistook them for militia. But when, under fire, they formed a line with parade-ground precision and moved to meet him with fixed bayonets, he exclaimed: "These are regulars, by God!"

a. Needed information. To determine the impact of unit identification and history on cohesion, the leader should ask the following questions:

- Does the unit's orientation program include the unit's history, lineage and honors?
- Do the soldiers know the history of the regimental crest?
- Do they know what their unit motto is and why the unit adopted it?
- Has the unit made the effort to distinguish itself from other units? (Some units use T-shirts, caps or belt buckles.)
- Do the soldiers speak with pride that they are part of a unit with a proud tradition?

By making your unit's history known to your soldiers, they will understand that they are part of a prestigious unit. They'll work hard to live up to their reputation and in doing so, enhance unit cohesion. Soldiers seldom feel they are a part of history when they actually are.

b. Leader actions. Leader actions which focus on unit identification and history include:

- Include unit history in your orientation program.
- Develop a sense of platoon history.
- If you use a unit motto or saying, use it correctly and with pride.

Your unit and your platoon have a history. The regimental or battalion lineage should be available to you. The Sergeant Major or S1 should have it. Use the lineage as a point of departure. Find a battle or campaign in which your unit participated that would interest your soldiers. Use the library or other references to find an incident or action with which your platoon can identify. You might even create a scrapbook of your platoon's activities. Make it a soldier's book. Use humor, snap shots, anything that captures the spirit of the platoon. If you do it correctly the squads and sections will look for opportunities to contribute to the book. Don't allow unit mottos to become trite or meaningless. If this happens it is evidence that your soldiers don't understand why the unit uses the motto.

How does all of this fit together? Developing a plan.

During your analysis of the unit you may find that the degree of cohesion in your platoon differs from that of the company in some of the factor areas. This is not uncommon. Squads, platoons and companies are unique groups and the degree of cohesion will change as the size of the group increases.

As you design your plan to develop a cohesive organization, focus your attention on:

- The factors of unit cohesion which can be improved in your unit.

- The aspects of soldier team development and the factors of unit cohesion which you can influence.

- Establishing clear goals and objectives for each area or factor which you want to influence.

Once you have identified what you want to do:

- Brief your commander or supervisor on your observations, your goals, and objectives and ask for his/her input and assistance.

- Brief your subordinate leaders on your findings, seek their input, and work with them to develop an implementation plan.

- Execute your plan, recognizing that unit cohesion is developed from within the organization. It cannot be imposed.

- After a reasonable period of time, conduct an after action review and make adjustments as necessary.

Remember that the level of cohesion in your unit is always in a state of change. It changes as new soldiers join the unit. It changes as groups go through the process of soldier team development. It changes with the completion of major training exercises or events. As a leader, your task is to create conditions which will enhance unit cohesion and keep cohesion at the highest level possible.

SUMMARY

Unit cohesion is defined as: the bonding together of soldiers and their leaders in such a way as to develop and sustain their commitment to their unit and their resolve to accomplish the mission. The key words in the definition are: bonding, commitment, and resolve. Cohesion is developed within a unit by both the soldiers and the leaders.

1. There are three stages of soldier team development. They are: the formation stage, the enrichment stage and the sustainment stage. The formation stage involves the reception and orientation of new soldiers and during which the soldier is dependent. The enrichment stage is where the new, independent soldier transitions from an independent soldier to become an interdependent member of the team. Mutual trust and confidence are formed during this stage. The keys to developing cohesion during this stage are: training, building pride through accomplishment, and self-evaluation. The sustainment stage is the final stage of soldier team development. It is characterized by the internalization of the mission and its accomplishment through cohesive teamwork.

2. The steps in team bonding (building) can be summarized as follows:

- a. The soldier accepts him/herself as a member of the team with new roles and responsibilities.
- b. The soldier develops trust in the other soldiers and the leader based on their willingness to accept and trust him/her.
- c. Fear and distrust of other team members disappear as the soldier realizes his/her competence and worth.
- d. The soldier passes information rapidly and accurately to help others adjust to new situations.
- e. Team members become more dependent on each other.

3. There are seven factors of unit cohesion which are common to all units. The factor areas are used to assess or analyze the cohesiveness of an organization and to provide insight into what factor areas can be improved. The factors of unit cohesion are:

- a. Leadership.
- b. Group (unit) characteristics.
- c. Individuals in the unit.
- d. Unit socialization.
- e. Unit and individual goals and objectives.
- f. Unit activities.
- g. Unit identification and history.

4. Determine the degree or level of cohesion in your unit by assessing the seven factors of unit cohesion. As you design your plan to develop a cohesive organization, focus your attention on:

- a. The factors of unit cohesion which can be improved in your unit.
- b. The aspects of soldier team development and the factors of unit cohesion which you can influence.
- c. Establishing clear goals and objectives for each area which you want to influence.

5. Once you know what you want to do to improve your unit's level of cohesion, you should:

- a. Brief your commander or supervisor on your observations, your goals and objectives and ask for his/her input and assistance.
- b. Brief your subordinate leaders on your findings, seek their input, and work with them to develop an implementation plan.
- c. Execute your plan, recognizing that unit cohesion is developed from within the organization. It cannot be imposed.
- d. Conduct an evaluation of your plan and make adjustments as necessary.

6. A unit's level of cohesion is always changing. It changes as new soldiers join the unit and it changes with the completion of major training exercises or events. As a leader, your task is to create conditions which enhance unit cohesion and keep cohesion at the highest level possible.